Exceptional College and Career Preparation

Kevin E. Houchin, Esq. – National Programs

Kevin.Houchin@act.org

Agenda

1-4:30 – (Long Afternoon)

- Overview of ACT Aspire

- Reporting & Counselling

- BREAK

- Online Resources Overview
  - <u>Avocet</u>
    - <u>Process Flow Chart</u>
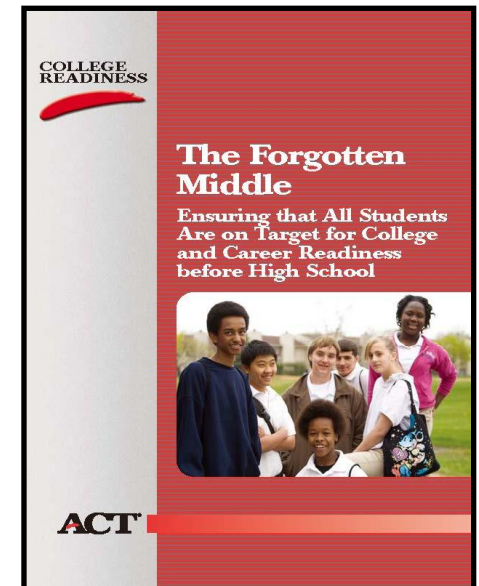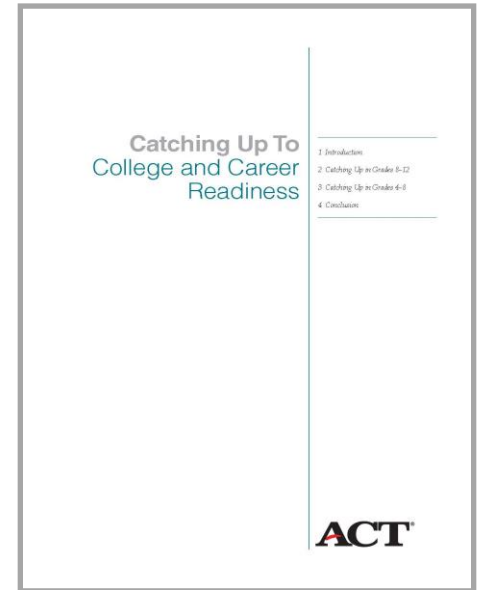 - <u>Training Management System (TMS)</u>

Know Where your Students Are!

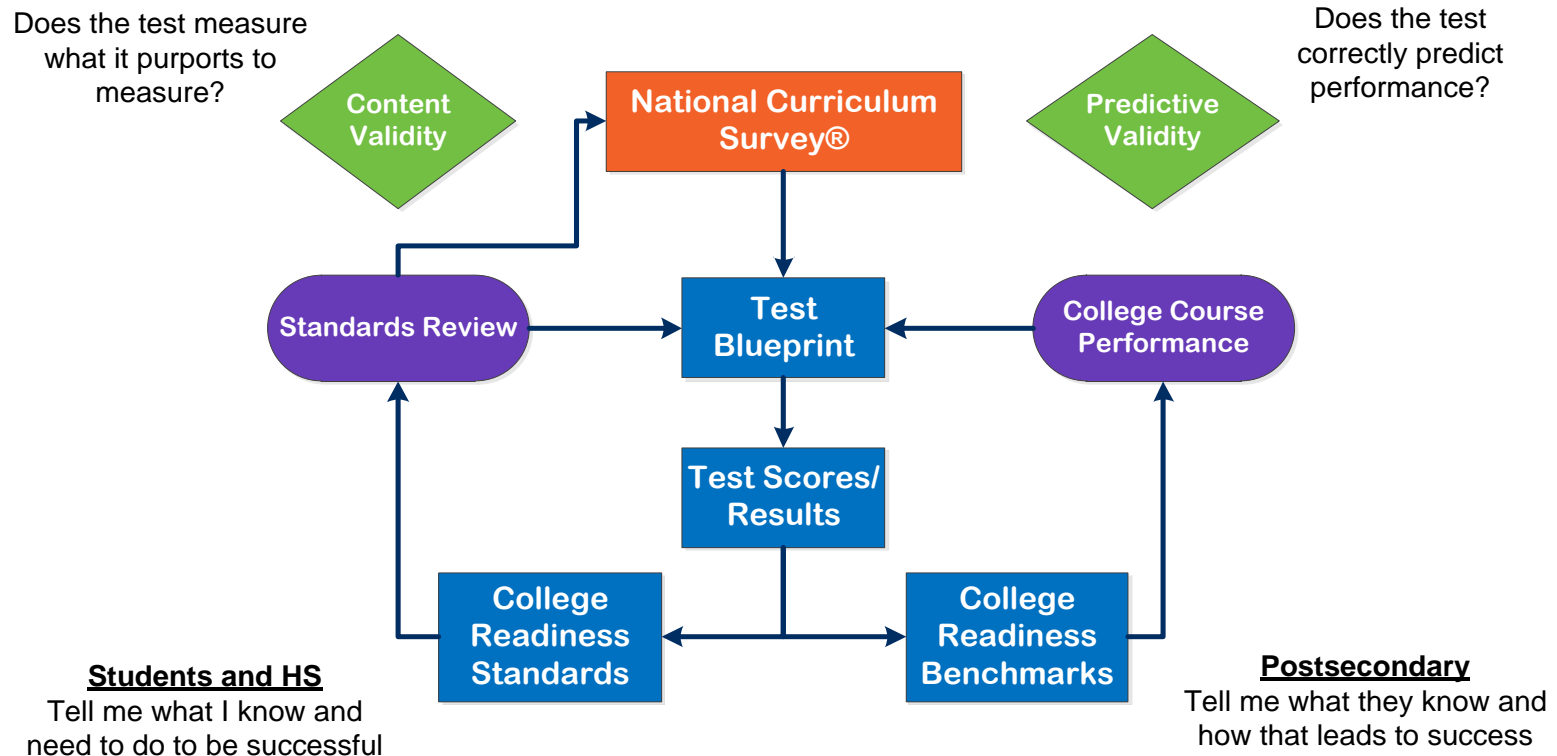on their path to college and career readiness
(grades 3-high school)

Know precisely where they stand in English, reading, writing, math and science every step of the way elementary through high school.

Research Supports Early Monitoring

- Readiness matters
- Earlier monitoring matters
- Multiple dimensions matter

The Science Behind ACT Assessments: Evidence and Validity

Does the test measure what it purports to measure?

Content Validity

Does the test correctly predict performance?

Predictive Validity

National Curriculum Survey®

Standards Review

Test Blueprint

College Course Performance

Test Scores/ Results

College Readiness Standards

College Readiness Benchmarks

Students and HS
Tell me what I know and need to do to be successful

Postsecondary
Tell me what they know and how that leads to success

ACT® Aspire™

ACT Aspire

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Early High School	Grade 11	Grade 12
ACT Aspire Summative Assessments (Grades 3-10)								
ACT Aspire Periodic Assessments: Classroom / Interim (Grades 3-10)								

- Vertically articulated, standards-based system of assessments to monitor progress in the context of college and career readiness

- Summative assessments on a vertical scale that spans grades 3–10 and links to ACT's College Readiness score scale (1–36)

- Five Subject areas: English, math, reading, science, and writing

- Linear, computer-based, multiple question types with paper-and-pencil option

Launched in April 2014 – Summative Assessments

Summative Assessments	English, writing, math, reading and science assessments available for grades 3-8 and early high school (grades 9-10). Paper & Pencil in addition to CBT Accommodated versions of these assessments available. Spanish translations available for grades 3-6. Longitudinal Reporting/Simple Interventions

Launching Fall 2014 – Periodic Assessments

Classroom Assessments	English, math, reading, and science assessments will be available for grades 3–8
Interim Assessments	English, math, reading, and science assessments will be available for grades 3–10

Field Testing

- **Items were field tested** in the fall of 2012 for all grades with additional field testing conducted in Spring of 2013 -- surpassing 600,000 student responses.

- **Three separate studies** were conducted to tie the resulting data together and set the scales for the assessments, equate the different forms of the test, and to compare the delivery modes between online and paper-based testing.
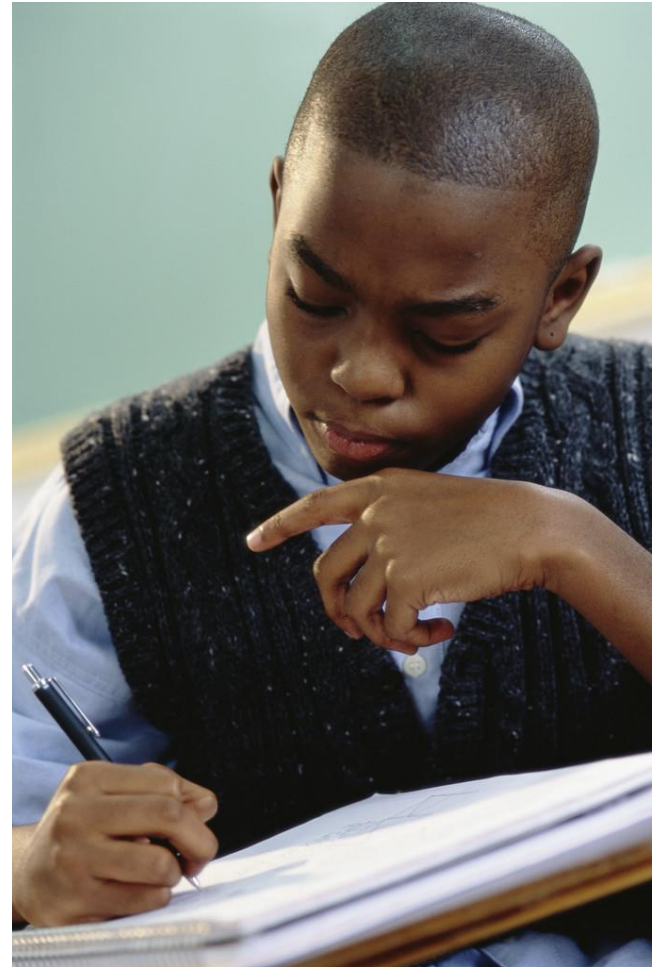
Benefits to You

- **Highest quality item development and test construction**

- **Validated standards and benchmarks**

  - Provides a 3-digit, vertical scale for grades 3–10 empirically linked to the ACT scale through the inclusion of ACT's Readiness Benchmarks at each grade level

  - Highlights gaps between what students have actually learned and what they need to learn

- **Leverage technology**

  - CBT design to assess more authentic construct and create more natural engagement for students

  - Robust online reporting

Benefits to You

- **Sustainability plan**

  - Ongoing research, support, and validation

  - Item refreshment plan

- **Connectivity**

  - First digital, longitudinal system to connect student performance from grades 3–12 to college and career

  - An aligned classroom and interim-based tool and assessment

- **Standards-based reporting**
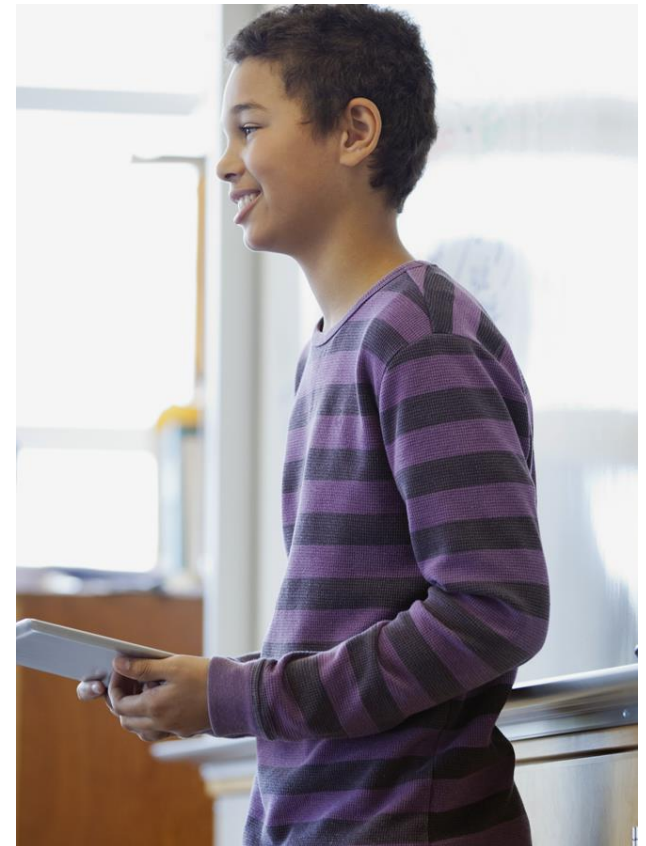
What Makes ACT Aspire Unique?

- Measures "other" critical areas needed for student success
    - Science
    - STEM
    - ELA
    - Progress With Text Complexity
    - Progress Toward Career Readiness

- Employs modular administration by subject and/or grade

- Links to ACT College Readiness Benchmarks and aligns with Common Core State Standards

- Provides evidence-based results
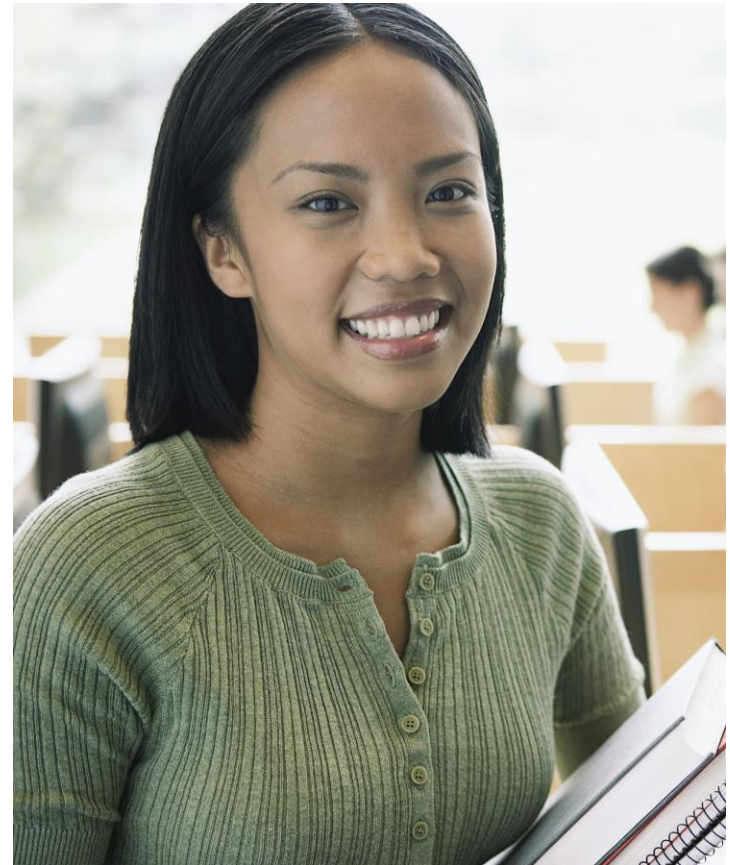
Technology Snapshot

- **Rapid Ramp Up**
  - Browser-based, so zero time lost to install; and uses your native industry browsers – so no time-draining browser install/removal

- **Group or Individual Testing**
  - High flexibility allows traditionally grouped tests – and significantly - individuals to be tested as needed

- **Robust Capacity:**
  - To date in 2013, Pearson delivered more than 5 million secure, high stakes, online tests

Multiple Item Types

- **Selected Response**
  Items can accurately distinguish students who grasp a basic concept from those who do not. As one component of our assessments, selected response items can help measure a large amount of content in a brief time.

- **Constructed Response**
  Require learners to use creativity, organizational skills, logic, and content knowledge to demonstrate understanding.
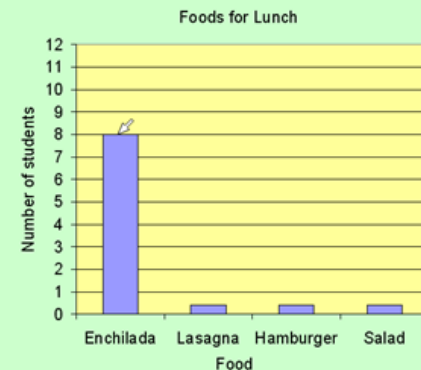
- **Technology Enhanced**
  Any question that takes advantage of computer capability to present material to the student, engage the student in an activity, simulate the creation of information, or otherwise allow interaction not possible in paper mode testing.

Bonnie asked each of her classmates to select 1 of 4 foods for a class lunch. The table below shows her results.
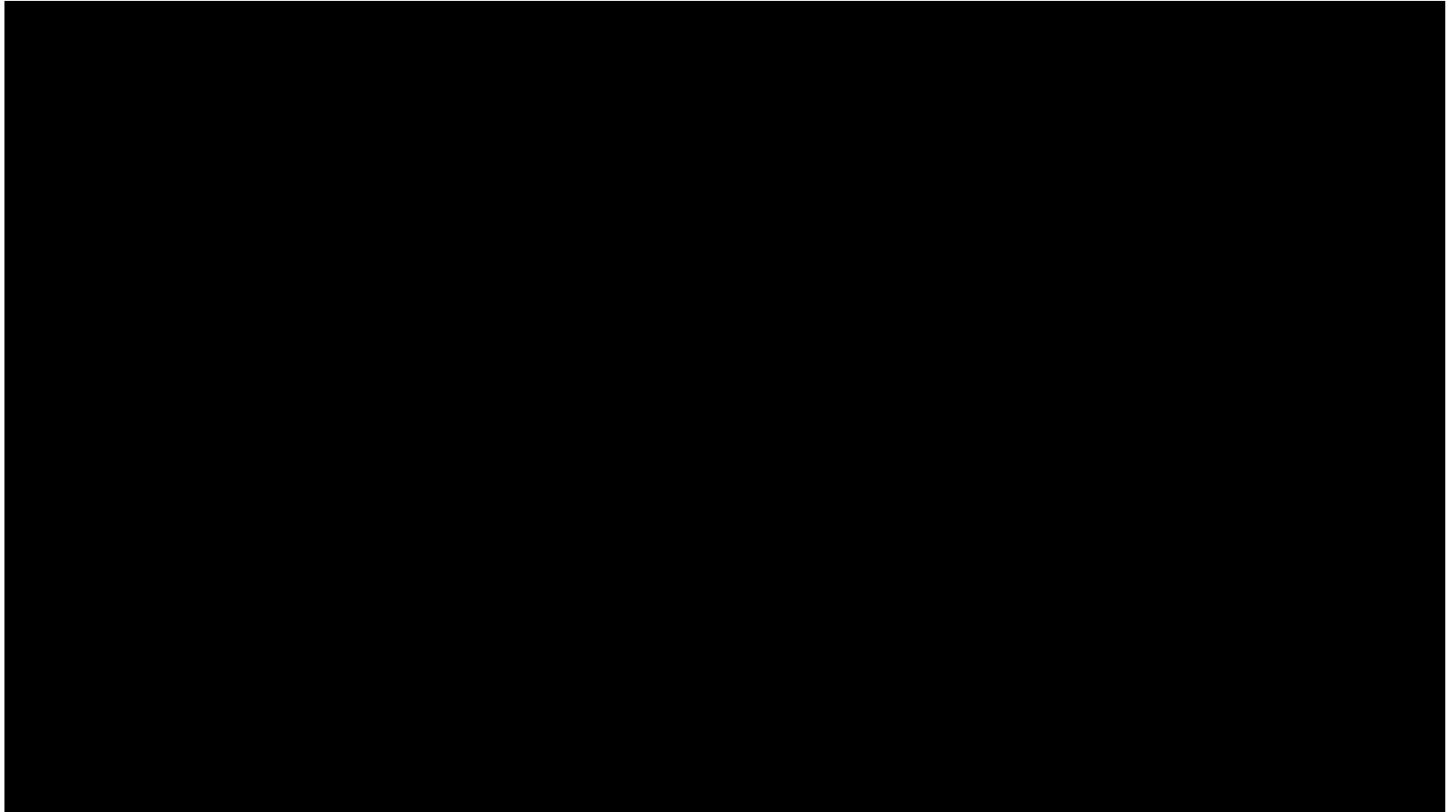
Food	Number of students
Enchilada	8
Lasagna	6
Hamburger	4
Salad	11

Bonnie wants to show her results with a bar graph. Click on the bar graph below where the top of each bar should be.

Foods for Lunch

Science Technology Enhanced

Understanding Demands on Your Time

Assessment should always assist and guide instruction – not overwhelm it. Thus ACT Aspire requires a testing commitment averaging only 4 hours total testing for all five subjects – with an average single test duration as low as 30 minutes – and not greater than 65 minutes per test.

Timing in Minutes					
Grade	**English**	**Writing**	**Reading**	**Math**	**Science**
3	30	30	60	55	55
4	30	30	60	55	55
5	30	30	60	55	55
6	35	30	60	60	55
7	35	30	60	60	55
8	35	30	60	65	55
Early HS	40	30	60	65	55

Grades 3,4,5:   *3 hours, 50 minutes*
Grades 6,7:   *4 hours*
Grade 8:   *4 hours, 5 minutes*
Early HS: *4 hours, 10 minutes*

Inclusive Accessibility Features

|	
Audio read-aloud, text-to-speech, and verbal descriptions	**Visual** color contrast settings, screen magnification, line reader, and highlighter
Cognitive and engagement answer masking	**American Sign Language** (ASL)
Closed captioning of video content	**Braille** and tactile graphics
Large type paper and pencil	

Second Language Support

- **Grades 3-6**

Spanish Language Audio and Text

  - Math, Science, and Writing

- **All grades**

Spanish Language Support Materials
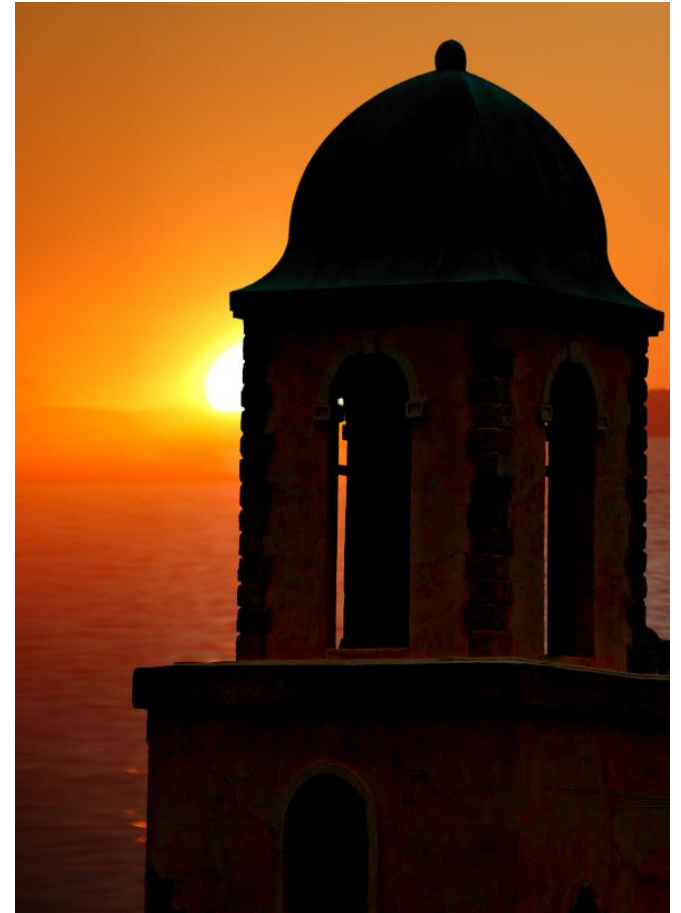
Important Dates: Summative

Spring 2015 Testing Window:

April 6 – May 29, 2015

Deadline to order for spring:

November 30, 2014

Note: *There is a $2,000 minimum order.*

Periodic and Classroom Assessments

ACT Aspire Periodic Assessments

- Designed for rapid, ongoing measurement of student progress

- Perfect complement to the ACT Aspire summative assessments or as an independent program

- Two central components
    1. Interim Assessments
    2. Classroom Assessments

- Fixed format, computer-based, selected response assessments with immediate computer-based analysis and reporting.

The
Perfect Fit

Interim Assessments

- Grades 3-10
- CBT and selected response only
- English, reading, math, science
- 2014-15 academic year will have 3 Interim Assessments, per grade, per content area
- Reporting
  - Student/Parent
  - Teacher/Group
  - School/District
  - Item Response/Analysis

GEOMETRY

77%

12. A.3

Find the volume, in cubic feet, of the right rectangular prism pictured below.

$3\frac{1}{2}$ ft.

8 ft.

$2\frac{3}{4}$ ft.
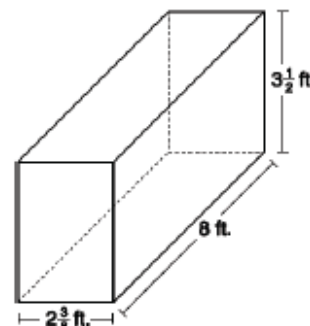
100% D. $66\frac{1}{2}$

A. 19

B. $8\frac{5}{16}$

C. $48\frac{3}{16}$

E. 15

Interim Assessments

- 45 minutes or less for interim admin time

  - All interims are designed with the intent to be completed w/in a 45 minute class period

  - Math is projected to be the longest admin time for all grades

- Number of items ranges from 27-35 based on grade/subject

ACT Aspire

ACT Aspire Interim Q2, Assessed Oct 15-20, 2014

Benjamin Smith
Mrs. Clark 6th Grade, Grade 6
Red Oak Elementary, Brunswick District
Birth Date: 6/25/2006, Student ID: 0023002100320

Subject Proficiency
How is Benjamin progressing toward unlocking his
potential and preparing for college and a career?

SCIENCE

College and Career Readiness: Current Proficiency

Percentage of Points Achieved in Each Subject's Skill

Improvement Ideas for Lowest Skill

72%
18 of 25

Skill	Percentage
Interpretation of Data	90% 9 of 10
Scientific Investigation	75% 5 of 7
Evaluation of Models, Inferences, and Experimental Results	50% 4 of 8

Practice making conclusions or predictions using data from experiments.

READING

44%
11 of 25

Skill	Percentage
Key Ideas and Details	60% 3 of 5
Craft and Structure	50% 5 of 10
Integration of Knowledge and Ideas	30% 3 of 10
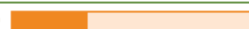
Note language whose meaning is not clear and come up with possible meanings based on the context and your own knowledge.

ENGLISH

40%
10 of 25

Skill	Percentage
Production of Writing	60% 3 of 5
Knowledge of Language	40% 4 of 10
Conventions of Standard English	30% 3 of 10

Practice checking verbs to make sure they match the subject in number and person, even when other nouns are between them.

ACT Aspire

Mrs. Clark 6th Grade
Grade 6
Red Oak Elementary, Brunswick District, Group ID: 2230

Subject Proficiency by Student
How can students be grouped by subject to help focus teaching?

ACT Aspire Interim Q2, Assessed Oct 15-20, 2014

Highest Subjects →→→ Lowest Subjects

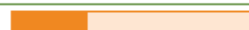|	SCIENCE	READING	ENGLISH	MATHEMATICS
Group Average	83%	66%	61%	57%
Nellie Guillot	100%	100%	100%	100%
John Crim	100%	100%	96%	96%
Helen Reeves	100%	☐ 77%	100%	96%
Bryan Macpherson	92%	96%	☐ 65%	90%
Vera Burress	☐ 65%	96%	☐ 77%	☐ 77%
Anna Hackler	97%	☐ 70%	☐ 77%	☐ 70%
Stanley Ehrlich	92%	☐ 70%	☐ 70%	☐ 70%
Rosalie Holguin	92%	☐ 75%	☐ 65%	☐ 65%
Frank Fahey	95%	☐ 70%	☐ 65%	☐ 60%
Kim White	85%	☐ 70%	☐ 60%	X
James Brophy	88%	☐ 77%	☐ 75%	X
Martin Fee	90%	☐ 67%	☐ 77%	☐ 60%
Blanca Jansen	87%	☐ 75%	☐ 73%	☐ 40%
Philip Butterworth	☐ 82%	☐ 73%	☐ 70%	☐ 58%
Gloria Maynor	X	☐ 63%	☐ 66%	☐ 40%
Ernest Schram	☐ 82%	☐ 40%	☐ 53%	85%
Jose Martin Off Grade	☐ 81%	☐ 69%	☐ 18%	☐ 53%
Steven Rupert	85%	☐ 30%	☐ 55%	☐ 30%
Benjamin Smith	☐ 70%	☐ 25%	☐ 33%	☐ 20%
Phillip Guess	☐ 65%	☐ 19%	☐ 25%	☐ 15%

Design Note
School averages are provided after all students have completed testing.

Example #1a
The key changes when school averages are available.

No average comparisons are shown.

	100% - 81%
☐	80% - 61%
☐	60% - 41%
☐	40% - 21%
■	20% - 0%

X Not Assessed

Classroom-based assessments

- Grades 3-8 only
- CBT and selected response only
- English, reading, math and science
- 5 item mini-assessments (aligned to 2 standards)
- 5 classroom assessments per grade, per content area
- 15-20 minutes for administration
- Reporting
  - Student/Parent
  - Teacher/Group
  - Item Response/Analysis

ACT Aspire

ACT Aspire Classroom, Assessed Sept 15, 2014

Benjamin Smith
Mrs. Clark 6th Grade, Grade 6
Red Oak Elementary, Brunswick District
Birth Date: 6/25/2006, Student ID: 0023002100320

Assessment Results
How is Benjamin progressing toward unlocking his potential?

GRADE 6 READING CLASSROOM ASSESSMENT #3

PROTOTYPE

Your Score

20%
1 of 5

Correct

4. According to the passage, what is the one difference between the gray cub and his father?

   - A. The gray cub lives in a cave.
   - B. The gray cub has some red hair.
   - C. The gray cub is a wolf.
   - ● **D. The gray cub has two eyes.**

Incorrect

1. From whose point of view is the passage told?

   - A. The gray cub
   - ● B. Old One Eye
   - **C. An unnamed narrator who mainly describes the feelings and actions of the gray cub**
   - D. An unnamed narrator who describes the thoughts and feelings of each character equally

Incorrect: Not Answered

2. What is the main purpose of the first paragraph?

   - **A. To introduce the gray cub and show how he is unique from his siblings**
   - B. To describe a litter of cubs and show how they feel about the gray cub
   - C. To describe the relationship between the gray cub and his mother
   - D. To introduce a conflict between the gray cub and Old One Eye

Incorrect

3. As it is used in line 1, what does the word betrayed most nearly mean?

   - A. Failed
   - B. Misled
   - **C. Revealed**
   - ● D. Tricked

Incorrect

5. Based on the passage, what does the author most nearly mean when he says that the gray cub is "never oppressed by the narrow confines of his existence" (lines 18-19)?

   - A. The gray cub is curious about the outside world.
   - B. The gray cub feels neglected by his brothers and sisters.
   - ● C. The gray cub feels trapped in one area of the cave.
   - **D. The gray cub is content in his lair.**

HOW DO I LEARN MORE?

Visit our website to learn more about the ACT Aspire assessment and results: www.DiscoverACTAspire.org/xxxx

Design Notes
- The test title appears at the top of the page. Teachers select this title when creating the session.
- Lead with positive results by listing correct questions first.

PROTOTYPE Classroom Teacher / Group Report
v42

ACT Aspire

ACT Aspire Classroom, Assessed Sept 15, 2014

Mrs. Clark 6th Grade
Grade 6
Red Oak Elementary, Brunswick District, Group ID: 2230

Proficiency Summary
How can students be grouped by proficiency to help focus teaching?

Page 1 of 2

GRADE 6 READING CLASSROOM ASSESSMENT #3

PROTOTYPE

Average Score

63%
3 of 5

Standards 6.RL.1.A Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

1.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2.A Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Highest Scoring Questions ➜ Lowest Scoring Questions

		4	1	3	5	2
Standard		1.B	1.B	2.A	1.A	1.A
Group Average		90%	86%	80%	50%	40%
Correct Answer		D	C	C	D	A
Anna Hackler	100%					
Helen Reeves	100%					
John Crim	100%					
Nellie Guillot	100%					
Bryan Macpherson	80%					C
Frank Fahey	80%					C
Rosalie Holguin	80%				A	
Stanley Ehrlich	80%					C
Vera Burress	80%					C
Below Group Average	63%					
Blanca Jansen	60%				A	C
James Brophy	60%				A	C
Kim White	60%				A	C
Martin Fee	60%				A	C
Ernest Schram	40%			B	C	C
Gloria Maynor	40%	C			A	B
Jose Martin	40%			B	C	B
Philip Butterworth	40%			D	C	B
Benjamin Smith	20%		B	D	C	X
Phillip Guess	20%		B	D	C	B
Steven Rupert	20%	C	A		A	C

X NotAnswered
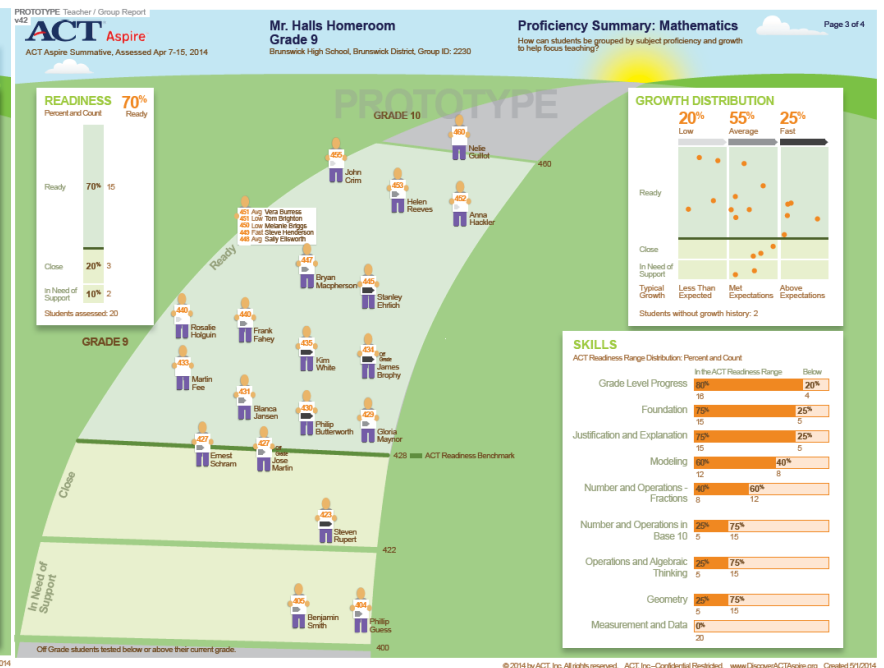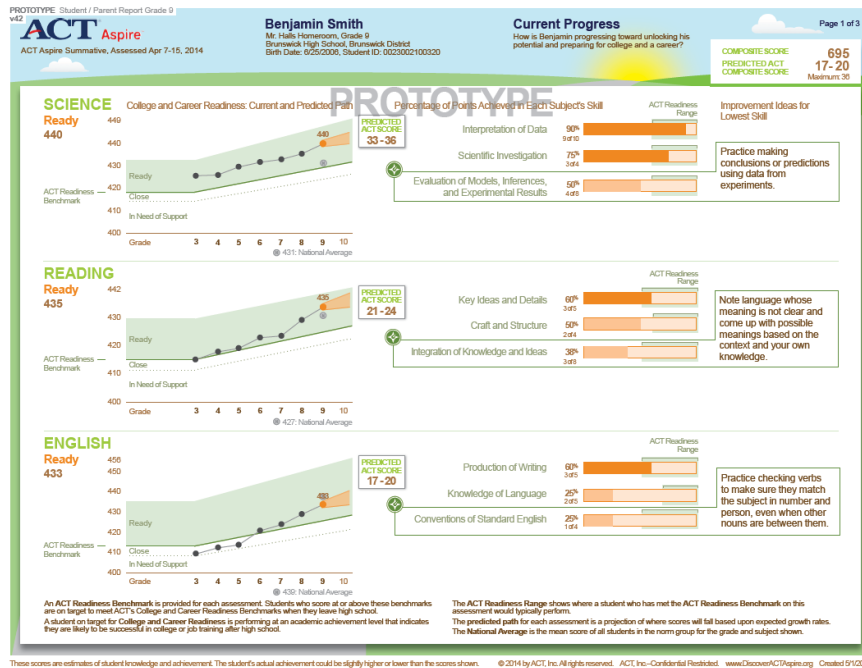
Important Dates: Periodic

Periodic assessment license good
September 1, 2014 – June 20, 2015

Summative Reporting

Summative Guiding Principles

Tell a Story
Reflect each child's possibilities, not his or her deficits

Focus on the Journey
Progression toward readiness matters, not individual scores

Self-Service
Customers determine how deeply to engage with the data

Easy-to-Understand Language
For all audiences

Answering Three Simple Questions

Every report should answer 3 simple questions:

1. **How did I/we do?**
2. **What does it mean?**
3. **What do I do next?**

Each report is as inviting as it is responsive. This means novice through expert users will find satisfaction in performing complex tasks – simply.

Listening First

Customer Input

Experience with assessing, scoring, collecting and reporting data in a useful format should never be based on the assumption that such a skill set will simply arise.

Reports are designed for **both a quick glance overview – and detailed data to inform and guide next-step actions.**

PARENTS

Administrators

Educators

Students

ACT Experts

ACT® Aspire™

Focused on Growth

Foundation based on Validated Measures from ACT's Research

- ACT College Readiness Standards
- ACT College Readiness Benchmarks

ACT Readiness Benchmarks all Grades/Subjects

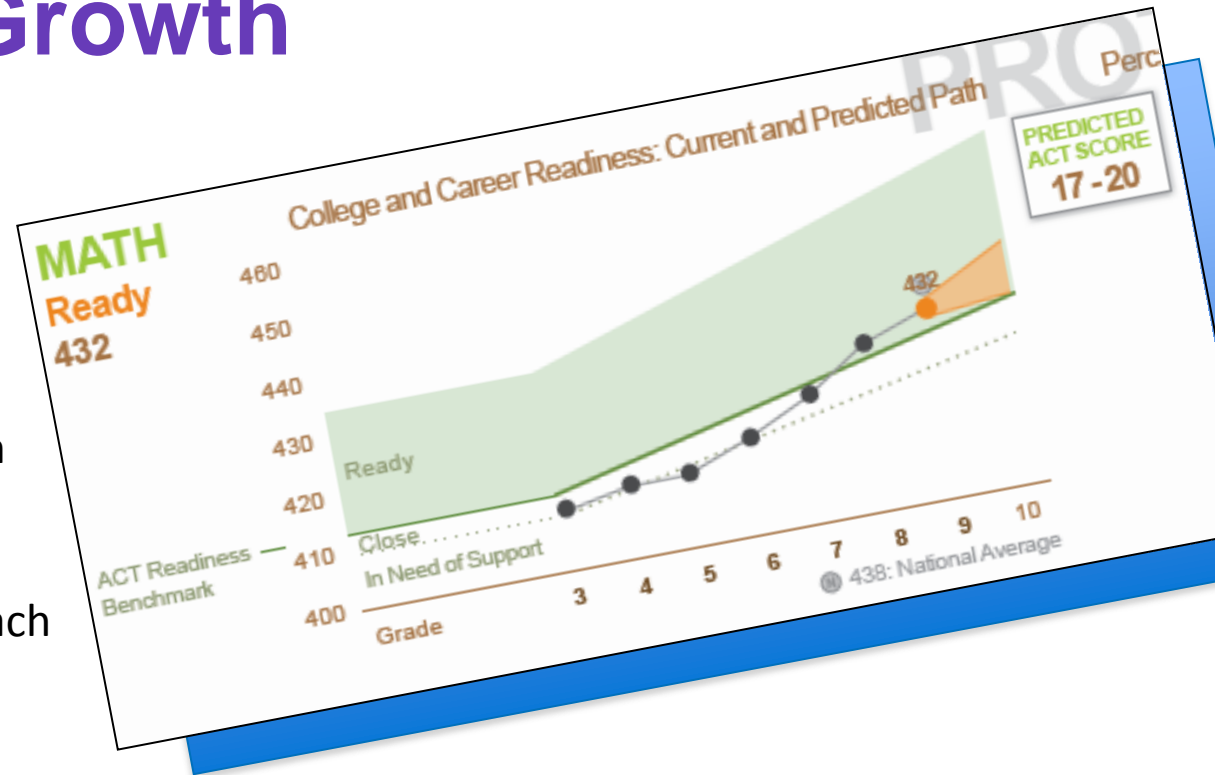**Multiple levels of Proficiency** all Relative to ACT Readiness Benchmarks

Scaled Subject Scores English, reading, math, science, and writing

Reports are designed for **both a quick glance overview – and detailed data to inform and guide next-step actions.**

ACT® Aspire™

Focused on Growth

Student Longitudinal Growth charts showing personalized progress

- Based on ACT's decades of research from Explore, Plan and ACT users

- Predicted ACT Scores for each subject beginning in early high school (Grades 9/10)

- National median scores to provide grade level context

- Composite scores for early high school (Grades 9/10)

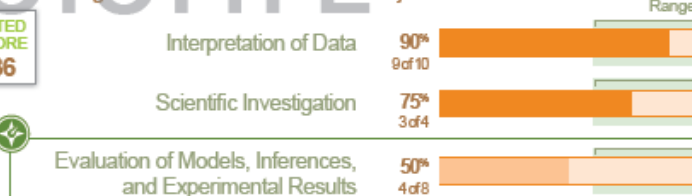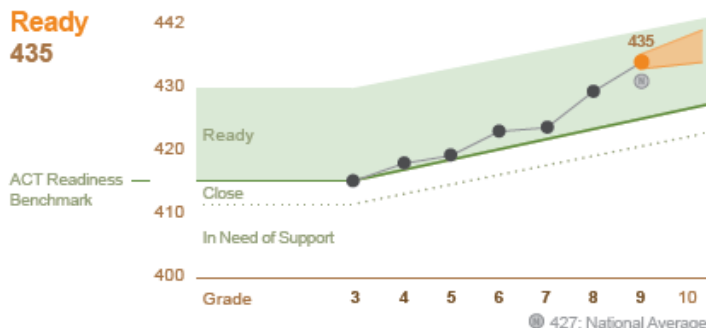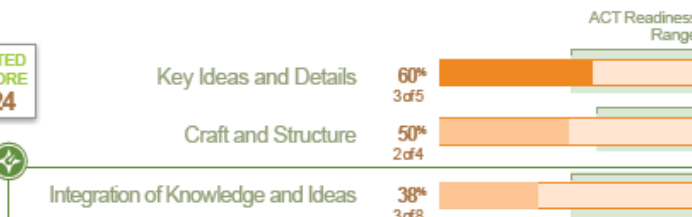**Two year** student predicted path towards college and career readiness
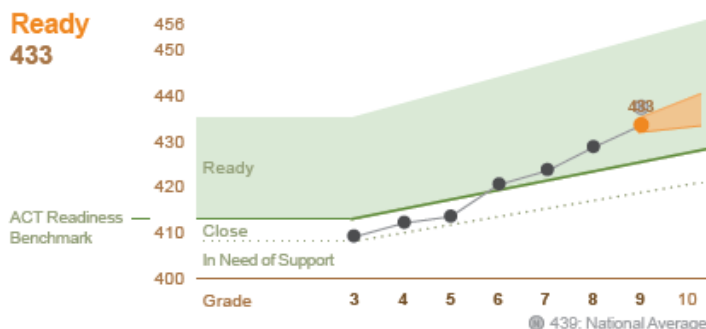
ACT Aspire

ACT Aspire Summative, Assessed Apr 7-15, 2014

Benjamin Smith
Mr. Halls Homeroom, Grade 9
Brunswick High School, Brunswick District
Birth Date: 6/25/2006, Student ID: 0023002100320

Current Progress
How is Benjamin progressing toward unlocking his potential and preparing for college and a career?
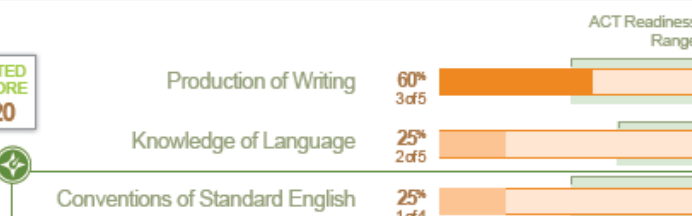
COMPOSITE SCORE **695**
PREDICTED ACT COMPOSITE SCORE **17-20**
Maximum: 36

PROTOTYPE

SCIENCE
Ready 440

College and Career Readiness: Current and Predicted Path

PREDICTED ACT SCORE **33-36**

440

ACT Readiness Benchmark

Ready
Close
In Need of Support

Grade 3 4 5 6 7 8 9 10

(N) 431: National Average

Percentage of Points Achieved in Each Subject's Skill

ACT Readiness Range

Skill	%	
Interpretation of Data	**90%** 9 of 10	
Scientific Investigation	**75%** 3 of 4	
Evaluation of Models, Inferences, and Experimental Results	**50%** 4 of 8	

Improvement Ideas for Lowest Skill

Practice making conclusions or predictions using data from experiments.

READING
Ready 435

PREDICTED ACT SCORE **21-24**

435

ACT Readiness Benchmark

Ready
Close
In Need of Support

Grade 3 4 5 6 7 8 9 10

(N) 427: National Average

ACT Readiness Range

Skill	%	
Key Ideas and Details	**60%** 3 of 5	
Craft and Structure	**50%** 2 of 4	
Integration of Knowledge and Ideas	**38%** 3 of 8	

Note language whose meaning is not clear and come up with possible meanings based on the context and your own knowledge.

ENGLISH
Ready 433

PREDICTED ACT SCORE **17-20**

433

ACT Readiness Benchmark

Ready
Close
In Need of Support

Grade 3 4 5 6 7 8 9 10

(N) 439: National Average

ACT Readiness Range

Skill	%	
Production of Writing	**60%** 3 of 5	
Knowledge of Language	**25%** 2 of 5	
Conventions of Standard English	**25%** 1 of 4	

Practice checking verbs to make sure they match the subject in number and person, even when other nouns are between them.

An **ACT Readiness Benchmark** is provided for each assessment. Students who score at or above these benchmarks are on target to meet ACT's College and Career Readiness Benchmarks when they leave high school.
A student on target for **College and Career Readiness** is performing at an academic achievement level that indicates they are likely to be successful in college or job training after high school.

The **ACT Readiness Range** shows where a student who has met the ACT Readiness Benchmark on this assessment would typically perform.
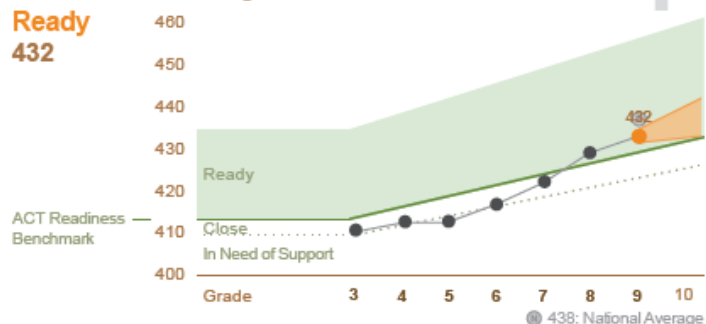The **predicted path** for each assessment is a projection of where scores will fall based upon expected growth rates.
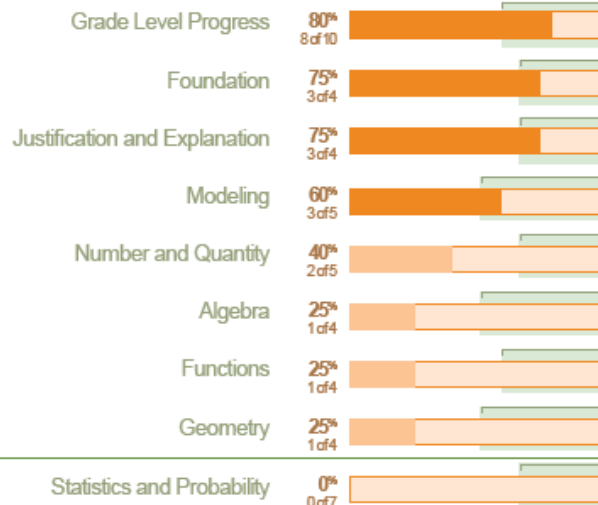The **National Average** is the mean score of all students in the norm group for the grade and subject shown.

ACT Aspire

ACT Aspire Summative, Assessed Apr 7-15, 2014

Benjamin Smith
Mr. Halls Homeroom, Grade 9
Brunswick High School, Brunswick District
Birth Date: 6/25/2006, Student ID: 0023002100320

Current Progress
How is Benjamin progressing toward unlocking his potential and preparing for college and a career?

PROTOTYPE

MATH
Ready
432

College and Career Readiness: Current and Predicted Path

PREDICTED ACT SCORE
17 - 20

ACT Readiness Benchmark

438: National Average

Percent of Points Achieved in Each Subject's Skill

Skill	Percent	ACT Readiness Range
Grade Level Progress	80% 8 of 10	
Foundation	75% 3 of 4	
Justification and Explanation	75% 3 of 4	
Modeling	60% 3 of 5	
Number and Quantity	40% 2 of 5	
Algebra	25% 1 of 4	
Functions	25% 1 of 4	
Geometry	25% 1 of 4	
Statistics and Probability	0% 0 of 7	

Improvement Ideas for Lowest Skill

Calculate the score needed on your next mathematics test to raise your overall grade by a certain percent.

WRITING
Ready
429

PREDICTED ACT SCORE
17 - 20

ACT Readiness Benchmark

439: National Average

Skill	Percent	ACT Readiness Range
Organization	100% 5 of 5	
Language Use and Conventions	100% 5 of 5	
Ideas and Analysis	60% 3 of 5	
Development and Support	20% 1 of 5	
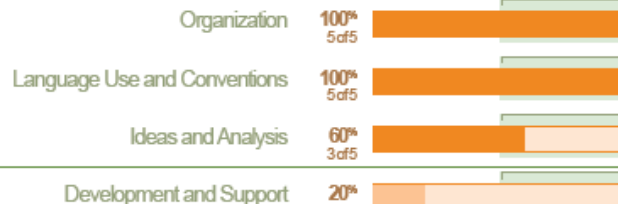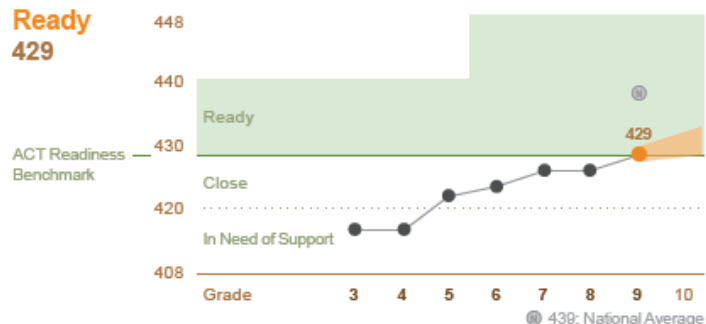
Practice developing most ideas fully in your writing by using specific and relevant reasons, details, and examples. Try to show clear movement between general and specific ideas and examples.

HOW DO I LEARN MORE?
Visit our website to learn more about the ACT Aspire assessment and results: www.DiscoverACTAspire.org/xxxx

Reporting Student Skills

READING

PREDICTED ACT SCORE 21 - 24		ACT Readiness Range	
	Key Ideas and Details	60% 3 of 5	
	Craft and Structure	50% 2 of 4	
	Integration of Knowledge and Ideas	38% 3 of 8	Note language whose meaning is not clear and come up with possible meanings based on the context and your own knowledge.
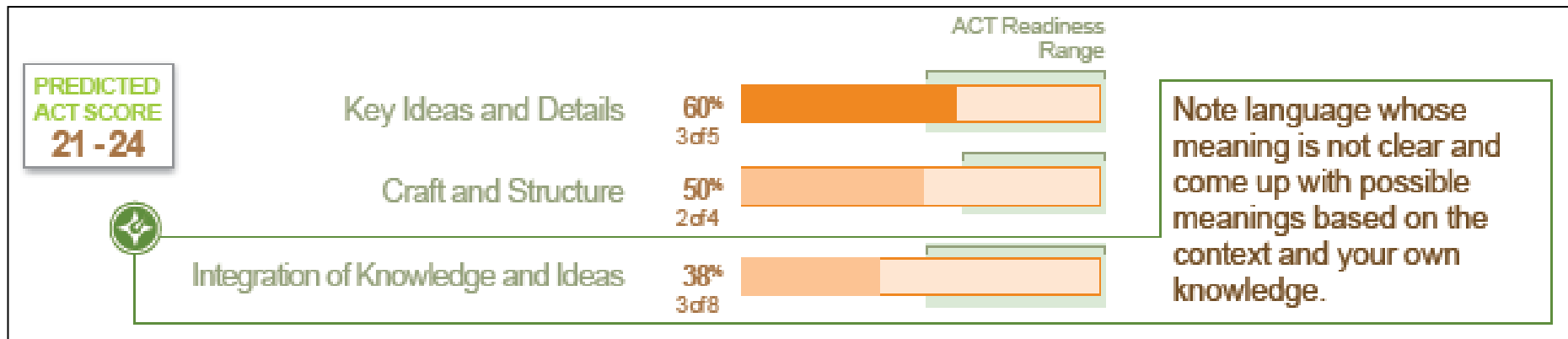
Standards performance
Based on ACT's College Readiness Standards and aligned to Common Core

ACT Readiness Range
Typical performance of Students who have met the ACT Readiness Benchmark for that subject

Paths to Improvement
Simple interventions

Additional Measures of Readiness

- National Norms

- ELA Combined Score (English, Reading & Writing)

- Progress With Text Complexity

- STEM Score (Science & Math Combined)

- Progress Toward Career Readiness (Grades 8 – Early HS (9/10))

ACT Aspire

Benjamin Smith
Mr. Halls Homeroom, Grade 9
Brunswick High School, Brunswick District
Birth Date: 6/25/2006, Student ID: 0023002100320

Supplemental Scores
How can additional performance measures inform decisions?

ACT Aspire Summative, Assessed Apr 7-15, 2014
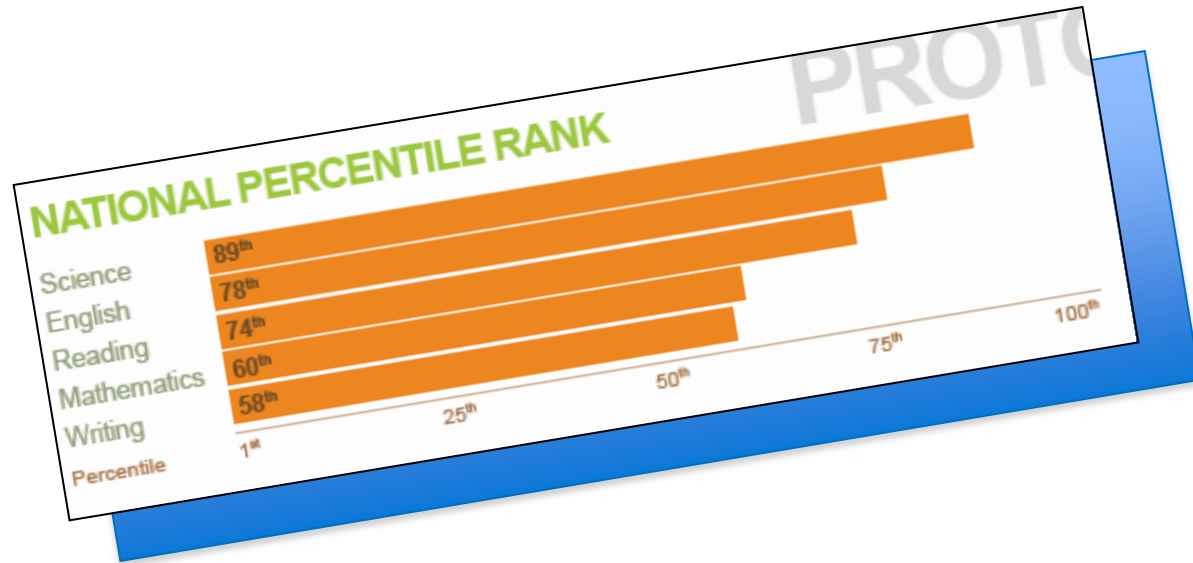
PROTOTYPE

NATIONAL PERCENTILE RANK

Subject	Percentile
Science	89th
English	78th
Reading	74th
Mathematics	60th
Writing	58th

Percentile: 1st — 25th — 50th — 75th — 100th
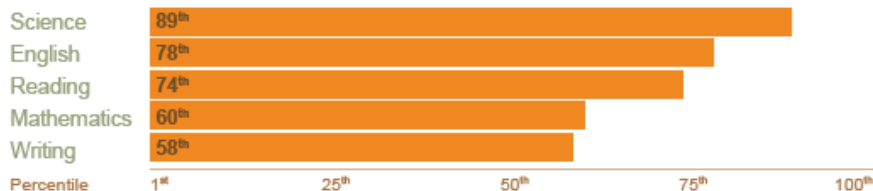
Your ranks show the percentage of other grade 9 students in the nation who received a score that is the same as or lower than yours.

For example, a rank of 89 for your Science score means 89% of students earned that score or below.

ENGLISH LANGUAGE ARTS English, Reading and Writing Combined Score

Below Readiness

413

Your English Language Arts (ELA) score represents your overall performance on the English, reading, and writing tests. The ACT Readiness Range represents the typical performance of students who meet the ACT Readiness Benchmarks in English, reading, and writing.

ACT Readiness Range

413

403   449

The ability to communicate thoughts and ideas clearly and to read and understand increasingly complex information is foundational to academic success in all subjects.

PROGRESS WITH TEXT COMPLEXITY

Students must read and understand increasingly complex texts to prepare for the reading demands of college and career. Examples of factors that contribute to text complexity are vocabulary level and sentence structure. The reading test measures progress with text complexity by checking for understanding of texts from a range of complexity levels.

Sufficient Progress

✔ Yes   ☐ No

Continue to build reading experiences with increasingly complex texts about a variety of subjects. Reading routines should include some careful reading of challenging texts with a focus on unfamiliar language and ideas that are central to the meaning.

These books demonstrate text complexity that represents sufficient progress toward college and career readiness for grade 9:
- *Things Fall Apart* by Chinua Achebe
- *Life by the Numbers* by Keith Devlin

STEM Science and Mathematics Combined Score

Ready

432

Your STEM score represents your overall performance on the science and math tests. The ACT Readiness Range represents the typical performance of students who meet the ACT Readiness Benchmarks in science and math.

ACT Readiness Range

432

400   455

Developing strong science and math skills opens the door for you to take interesting courses, and pursue engaging college majors that may lead to rewarding STEM careers in the future.

Taking challenging high school or vocational courses in science and math can improve your opportunities to find STEM careers in a wide variety of industries, such as Health Care, Engineering, Education, and Technology.

PROGRESS TOWARD CAREER READINESS

695

Composite Score

You are making progress toward a Bronze level on the ACT NCRC.

Progress Toward Career Readiness is an early indicator of your future achievement on the ACT National Career Readiness Certificate (NCRC). The ACT NCRC is an assessment-based credential that documents foundational work skills important for job success across industries and occupations.

Bronze   Silver   Gold

695

620   730

Learn how NCRC performance relates to job skill requirements: http://www.act.org/workkeys/briefs/files/NCRCRequirements.pdf.
This information is not to be considered a substitute for actual performance on the ACT NCRC.

Aggregate Reporting that Enables Educators

Experience with assessing, scoring, collecting and reporting data in a useful format should never be based on the assumption that such a skill set will simply arise.
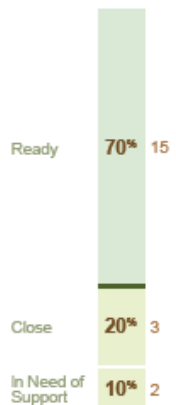
- Easy to use and interpret
- Flexible student grouping
- Quick identification of benchmark attainment, growth and standards performance
- Identifies potential curriculum gaps. students in need of intervention, and opportunities for professional development

ACT Aspire®

ACT Aspire Summative, Assessed Apr 7-15, 2014

**Mr. Halls Homeroom
Grade 9**
Brunswick High School, Brunswick District, Group ID: 2230

Proficiency Summary: Mathematics
How can students be grouped by subject proficiency and growth to help focus teaching?

PROTOTYPE

GRADE 10

READINESS
70% Ready
Percent and Count

Ready	70%	15
Close	20%	3
In Need of Support	10%	2

Students assessed: 20

GRADE 9

Ready

Close

In Need of Support

460 Nelie Guillot

455 John Crim

453 Helen Reeves

452 Anna Hackler

451 Avg Vera Burress
451 Low Tom Brighton
450 Low Melanie Briggs
449 Fast Steve Henderson
448 Avg Sally Ellsworth

447 Bryan Macpherson

445 Stanley Ehrlich

440 Rosalie Holguin

440 Frank Fahey

435 Kim White

434 Off Grade James Brophy

433 Martin Fee

431 Blanca Jansen

430 Philip Butterworth

429 Gloria Maynor

427 Ernest Schram

427 Off Grade Jose Martin

428 ACT Readiness Benchmark

423 Steven Rupert

422

405 Benjamin Smith

404 Phillip Guess

400

Off Grade students tested below or above their current grade.

GROWTH DISTRIBUTION

20% Low	**55%** Average	**25%** Fast

Ready

Close

In Need of Support

Typical Growth	Less Than Expected	Met Expectations	Above Expectations

Students without growth history: 2

SKILLS
ACT Readiness Range Distribution: Percent and Count

	In the ACT Readiness Range	Below
Grade Level Progress	80% / 16	20% / 4
Foundation	75% / 15	25% / 5
Justification and Explanation	75% / 15	25% / 5
Modeling	60% / 12	40% / 8
Number and Operations - Fractions	40% / 8	60% / 12
Number and Operations in Base 10	25% / 5	75% / 15
Operations and Algebraic Thinking	25% / 5	75% / 15
Geometry	25% / 5	75% / 15
Measurement and Data	0%	20

PROTOTYPE Teacher / Group Report
v42

Mr. Halls Homeroom
Grade 9
Brunswick High School, Brunswick District, Group ID: 2230

Skill Proficiency: Mathematics
How can students be grouped by skill proficiency to help focus teaching?

Page 4 of 4

ACT Aspire Summative, Assessed Apr 7-15, 2014

PROTOTYPE

Highest Skills ⟶ Lowest Skills

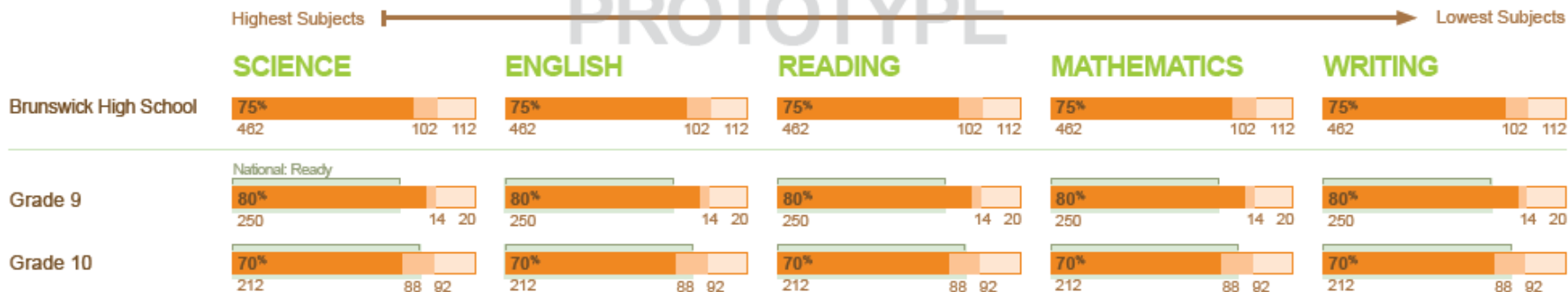|		Foundation	Grade Level Progress	Justification and Explanation	Modeling	Number and Operations - Fractions	Number and Operations in Base 10	Operations and Algebraic Thinking	Geometry	Measurement and Data
Ready	**428-460**									
Nellie Guillot	460									
John Crim	455									
Helen Reeves	450						☐			
Anna Hackler	450									☐
Vera Burress	445									☐
Bryan Macpherson	440									
Stanley Ehrlich	438									
Rosalie Holguin	435								☐	☐
Frank Fahey	435					☐			☐	
Kim White	435			☐						☐
James Brophy Off Grade	433								☐	☐
Martin Fee	430							☐	☐	
Blanca Jansen	429									☐
Philip Butterworth	429						☐	☐	☐	
Gloria Maynor	428							☐	☐	☐
Close	**422-427**									
Ernest Schram	427						☐	☐	☐	☐
Jose Martin Off Grade	425			☐	☐	☐				☐
Steven Rupert	423			☐	☐	☐	☐	☐		☐
In Need of Support	**400-421**									
Benjamin Smith	421			☐	☐	☐	☐	☐	☐	☐
Phillip Guess	419		☐	☐	☐	☐	☐	☐	☐	☐

SKILL FOCUS Better proficiency in this skill may improve scores.
Measurement and Data: This skill is...

Design Note
Keys are placed at the bottom of every page.
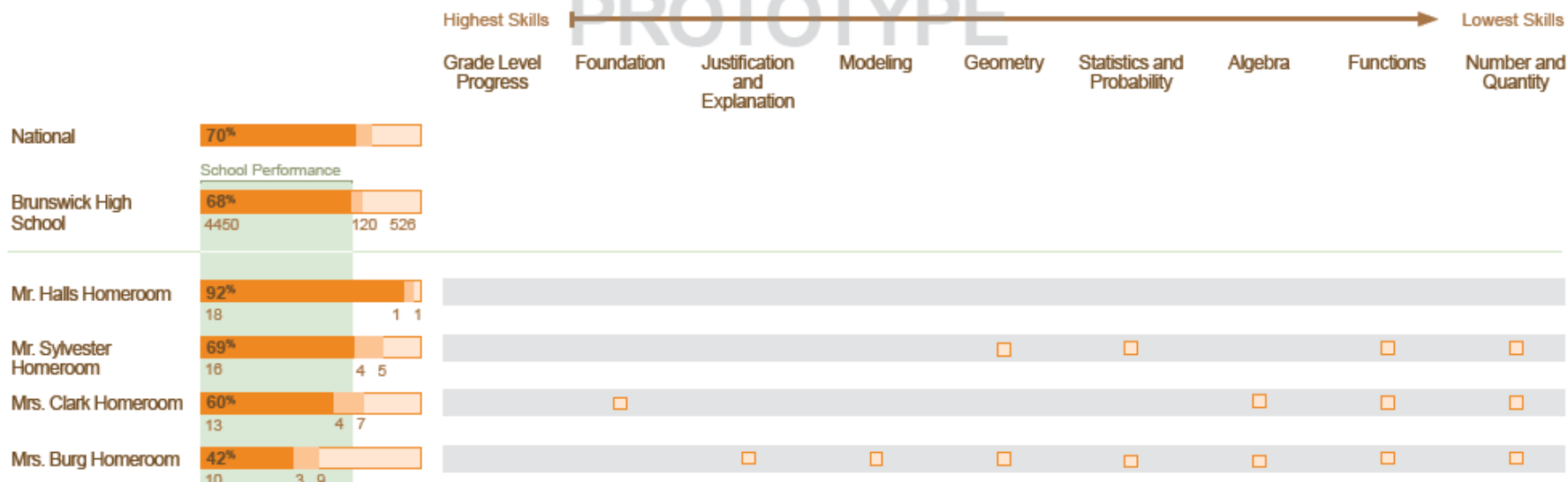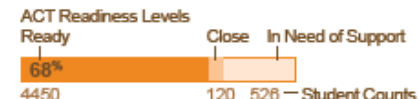Insights are placed on the last page.

Off Grade students tested below or above their current grade.

☐ Below the ACT Readiness Range
Blank = In the ACT Readiness Range

ACT Aspire

ACT Aspire Summative, Assessed Apr 7-15, 2014

Brunswick High School
Brunswick District, School ID: 223054

Which subjects in each grade are performing outside expectations?
Use notable performance in each grade to inform decisions.

PROTOTYPE

Highest Subjects → Lowest Subjects

	SCIENCE	ENGLISH	READING	MATHEMATICS	WRITING
Brunswick High School	75% 462 102 112	75% 462 102 112	75% 462 102 112	75% 462 102 112	75% 462 102 112
Grade 9	National: Ready 80% 250 14 20	80% 250 14 20	80% 250 14 20	80% 250 14 20	80% 250 14 20
Grade 10	70% 212 88 92	70% 212 88 92	70% 212 88 92	70% 212 88 92	70% 212 88 92

SUBJECT FOCUS Better proficiency in Writing may improve scores.
Writing skills are...

Design Note
Subjects are ordered by school performance.

ACT Readiness Levels
Ready · Close · In Need of Support
68%
4450 · 120 · 526 — Student Counts

ACT Aspire

ACT Aspire Summative, Assessed Apr 7-15, 2014

**Brunswick High School
Grade 9**
Brunswick District, School ID: 2230

Where can resources be allocated based upon the proficiency of class and group curriculum?

PROTOTYPE

Highest Skills → Lowest Skills

	Grade Level Progress	Foundation	Justification and Explanation	Modeling	Geometry	Statistics and Probability	Algebra	Functions	Number and Quantity
National	70%								
Brunswick High School	School Performance 68% 4450 120 526								
Mr. Halls Homeroom	92% 18 1 1								
Mr. Sylvester Homeroom	69% 16 4 5				□	□		□	□
Mrs. Clark Homeroom	60% 13 4 7		□				□	□	□
Mrs. Burg Homeroom	42% 10 3 9			□	□	□	□	□	□

Online Reporting Schools and Districts Snapshot

- Rich data and insights

- Accessible via computer or tablet

- Downloadable PDFs of prebuilt reports
    - Student and Educator Reports printable by schools
    - Reports for Schools, Districts, and States

- Aggregate data files available for download to SIS

ACT Aspire™

Support & Training Processes & Resources

Avocet

Process Flow Chart

Training Management System (TMS)

Support

Avocet

- This site contains a number of print resources such as guides that complement all the videos in the training management system, other quick start guides and user and technical guides

- actaspire.avocet.pearson.com/actaspire/home
- ACTAspire_implementation@actaspire.org

Home

Most Popular

- Accessibility Text to Speech Audio Check
- Checklists
- Exemplar Supporting Document/Answer Key
- Fall 2014 Summative Milestone Schedule
- FAQs
- Hardware And Software Requirements
- Manuals (Click "Download PDF" for full content)
- Paper Read Aloud Process
- Preparation
- Proctor Caching Quick Guide
- TestNav Embedded Tools
- TestNav Error Code Descriptions (Click "Download PDF" for full content)
- TestNav Walkthrough (Start and End of Test Screens)
- Work Instructions

Support

ACT Aspire Training Management System

- Contains a number of video resources such as uploading student data, creating new test sessions, and printing student authorization tickets – to name a few

- actaspire.tms.pearson.com

Creating and Using Groups

www.discoveractaspire.org
www.act.org/migrate

- **Stay Connected**
  - Sign up for updates

- **Learn More**
  - Test features
  - FAQs
  - Technical requirements
  - News
  - Research

Know where your students are!

www.discoveractaspire.org

Contact Information

Kevin E. Houchin, Esq.

National Programs

319.383.1859

Kevin.houchin@act.org

ACT® Aspire™